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ABSTRACT

A three-year project was undertaken to provide community-based career experiences and guidance to out-of-school youth over sixteen in South Dakota. The project, called Pathfinder, aimed to serve mostly (not exclusively) young people who (1) were undecided or completely unaware of career preference, (2) needed to acquire basic and life skills, and (3) wished to explore careers through on-site experience. In phasing in the thirteen-cluster structure, Pathfinder established close collaboration with the local work communities to afford participants a broad range of experience and visible alternatives to the extensive youth out-migration from the state. Participants were assisted, through counseling, testing, and self-assessment activities, in identifying one or two career clusters of interest and in setting their own goals, with no time limitation on enrollment in Pathfinder. Collaborating schools in the state vocational-technical system made courses and training available to participants. Major program activities included career enrichment for disadvantaged youth, guidance information, hiring of a math improvement aide at a local institution, an equality workshop, help with basic skills improvement through high school equivalency study, and counseling to all enrolled. A third-party evaluation concluded that the program had been highly successful, having served 330 people including youth, mid-life career changers, and displaced homemakers. (Third-party evaluation report appended.) (CP)

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Final Report

Project Number 498AH80037

Grant Number G08-76-02114

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Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Clayton D. Carlson, Project Director
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August 31, 1979

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PREFACE

Experience Based Career Education (EBCE) has become a vital part of the career education movement in this country. Fostered at the Federal level by four national models, the projects in each state and territory have taken their own unique direction.

The Pathfinder Project served a cross section of adults and young people seeking guidance in career planning and basic skills improvement. Pathfinder sought to serve young people who had left high school prior to graduation who were seeking direction for their futures; individuals desiring to identify their interests through testing and counseling; those seeking direction for education and employment; handicapped workers wanting to chart a new occupational course; adults preparing to re-enter the labor market; people seeking to correct deficiencies in basic education skills; and individuals wishing to improve their employability. Nearly all of the 330 students served by Pathfinder wanted to learn more about work through personal experience and observation.

Much has been learned about the employment, education, and training needs of the area population. A wide range of materials, equipment, and information aided the staff in providing individualized programs for students. The cooperation of the community was a significant factor in the success of the Pathfinder Project.

The experiences of the Pathfinder Project have contributed to a better understanding of the importance of career education and its place in the curriculums of schools and training programs which seek to serve the needs of adults.

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REPORT SUMMARY

A. Time Period Covered

This report covers the period from September 1, 1976, through August 31, 1979.

B. Goals & Objectives

The following objectives were to be accomplished:

Student - Enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, understand job clusters and families, develop expertise in consumerism.

Project - Involve community in the educational process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

These goals and objectives were accomplished through the use of basic skills training, guidance and counseling, testing, work experience simulation, and actual on-site experience in the community.

C. Results & Accomplishments

A diverse student population, from the standpoints of age, sex, ethnic background, ability, and motivation were served in the Pathfinder Project. A total of 330 students received guidance and counseling, instruction in basic skills, or work experience.

D. Program Evaluation

The Pathfinder Project effectively met its major objectives. The evaluation findings suggest a well-developed, meaningful program for the participating students. The impact of the total

three-year program appears to have made a definite difference in the attitudes and performance of the students.

E. Conclusions, Implications, and Recommendations

It seems evident that the Pathfinder Project provided a vital service to career education in South Dakota. The successes of the program served to encourage organizations and educational institutions to examine their career development programs with an eye to making them more responsive to the needs of adults. The services, materials, and guidance of the Pathfinder Project made an impact which will long be apparent in career education in South Dakota.

A. ACCOMPLISHMENTS

PROBLEM AREA

Socio-Economic Conditions. South Dakota, with a large land area and a relatively small population, is the 16th largest state. Its 1970 population of 666,257 ranks 44th among the states. Population density ranges from 117 persons per square mile in Minnehaha County in the south east to less than one person per square mile in Harding County in the northwest. With an average of 59.5 persons per square mile, only six states have a lighter population density. One of the most rural states, about 55 percent of the population lives on farms and ranches and in small towns. This is more than double the national average of 26.5 percent rural.

Slightly more than 5 percent of South Dakota's population is non-white, and of this number 92 percent are American Indians. Approximately 11 percent of all persons between the ages of 16 and 64 are disabled or handicapped in some manner. Nearly 47 percent of all residents 25 years old and over have completed less than four years of high school.

Three major socio-economic problems exist in the state:

Out Migration. There was a net out-migration of 92,560 people between 1960 and 1970. South Dakota has been experiencing heavy out-migration of young adults for several decades, and projections indicate this trend will continue through the 1970's. Declining population and an undiversified agricultural economy have operated in tandem to create grave imbalances which have a negative effect on incomes, business, schools and services, and the quality of life in general.

Un-employment and Under-employment. Pockets of high unemployment exist in the state, particularly on the Indian reservations, and under-employment results from the many people who work at part-time jobs because full-time employment is not available to them. Others work at jobs where their skills are under-utilized.

Low Per-Capita Income. The state's per-capita income has historically lagged that of most of the states. In 1970 it was 85.5 percent of the Plains States average and 80.7 percent of the national average. Data from the 1970 census shows that 18.7 percent of all persons in South Dakota have incomes below the poverty level.

Responsive to Need. The Pathfinder Project respresented a response to the need to help the unemployed, underemployed, or undecided person obtain skill training and orientation to the world of work.

Many students complete their final year of high school without definite goals. They are likely to remain in their home community at a low level of employment because of their lack of information about work and training programs.

Other people frequently make wrong choices and enter educationsl programs for which they are not suited, resulting in failure and frustration.

The sponsoring agency was the Watertown School District No. 14-4 which includes the Lake Area Vocational-Technical Institute (LAVTI).

Two exemplary Part D Career Education projects have been conducted through the school district since 1970. LAVTI has an enrollment of 718 students in 25 course offerings. A Multi-District Vocational Center, with an enrollment of 450 11th and 12th grade students from 10 communities is located in Watertown.

Project Description. Vocational Education Act Planning Grant Funds resulted in a proposal for the Pathfinder Project, funded as a program of the Watertown School District No. 14-4, on September 1, 1976. Four staff members from previous career education projects stayed on to operate this new direction in career education, entitled:

> Pathfinder: Exploration through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities.

Three key student objectives were: Develop an appreciation for the uniqueness of each individual and a proficiency in relating to others; eliminate sex-role stereotyping by being free to explore or engage in any occupation; be capable of understanding the world of work, with a broad perspective on opportunities and a specifiec focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them and of the work and ways of life they involve.

The project was to serve the unique needs of South Dakotans, and encompass successful career education techniques and materials developed in earlier projects. Pathfinder was designed to help individuals learn more about themselves, experience various kinds of work, and explore avenues of training and education that will lead to employment. Activities are geared to individual needs, abilities, and learning styles, with goal setting and decision making emphasized.

Students spend part of their time on learning sites in local businesses, industries, or public agencies, guided in their learning by working adults. Learning resources encompass the people, equipment, and facilities at a wide range of employer and community sites.

Population Served. Pathfinder was open to anyone over 16 not enrolled in a secondary school program. Information and methods were disseminated to other area vocational-technical schools and to interested high schools. Population served included those wanting to explore career and training paths in line with their interests, aptitudes, experience, and values. Examples included women re-entering the labor market, unemployed persons needing to refine their job-seeking skills, the underemployed persons dissatisfied worker, individuals seeking mid-life career changes for various reasons, and young people leaving high school.

Unique Effort. As a unique effort, during the first year Pathfinder had no reservoir of experience to draw from since the four national models were high school oriented. As a result, in May 1977 the project modified its approach, but not its goals, for serving individuals to:

• Provide specific, short-term assistance to agency clients in such areas as interest testing, resume writing, job interviewing, job application forms, and career research.

• Offer an intensive program for a wide range of clients. This ongoing phase of Pathfinder covers career exploration, life skills, job seeking skills, hands-on exploration with on-site career miniunits, career research and exploration, and intensive two-day programs during the summer months for high school age students.

• Serve clients on a one-stop basis for information on career or education. Pathfinder also serves those desiring to visit the project site at will to strengthen such skills as typing or to work through career miniunits or view films and filmstrips on jobs and work attitudes.

Relates to Jobs. Experience based career education aligns with the needs of society and relates directly to the job scene. Students were given the opportunity to understand the role of work in society and the range of jobs that exist by learning about job clusters, job families, and specific jobs. They learned how to understand themselves as a basis for setting personal goals and planning ways for self improvement.

Experience gained at work exploration sites was tied to examining work and education alternatives, making decisions related to work, education, and life style. Through their "real world" interaction with people on job sites, in the Pathfinder setting, and at the Lake Area Vocational-Technical Institute, Pathfinder students learned about occupations, about life, about other people, about themselves. They gained competence in the everyday skills needed by all adults.

Employability skills requires an understanding of what makes one employable, and this approach was built upon assessment of the student's interests, abilites, likes and dislikes, and goals. A variety of activities were provided in this area to help students better prepare themselves for job placement. Topics included how to enter the world of work -- job choices and opportunities, applying for a job, and progressing on the job.

Psychology for Life and Work. The ability to understand and cope with everyday interpersonal relationships is an important part of a happy and successful career. This personal effectiveness includes understanding and influencing others, how others know you, and knowing your values, interests, aptitudes, abilities, and personality. Instruction included assistance in values clarification and in developing decision making skills.

Career Exploration of Clusters. Many people were undecided or totally unaware of what they wanted to do, or of their ability to succeed in the world of work. Through intensive counseling, testing, and exploration, students were able to identify their career path. Career exploration included community work observation and training and a self-search through vocational packets.

Exploration ranged from an analysis of occupations within one cluster to jobs within several clusters. Students also become aware of the satisfactions of work, and learned more about the American economic society.

Participants included the following:

(a) Young people who had recently left high school, and who wanted to explore various careers, avenues of training, education, and employment prior to making a vocational commitment.

(b) Others who wanted to re-examine their life objectives through involvement in self-assessment activities, job exploration, training, education, and exploration of employment possibilities.

(c) Individuals who wanted to examine and have experiences in the course offerings of any of the state's vocational-technical schools.

(d) Those who wanted to participate only in the self-assessment portion of the program as a basis for decision making.

(e) Students who were currently enrolled in the Lake Area Vocational-Technical Institute basic or life skills.

The problem area faced by the Pathfinder Project was to serve those individuals haveing needs for information about opportunities in education and employment, and the pathways leading to those ends, with the information and experiences that would enable them to set appropriate and realistic goals and make and act upon the decisions that would help them make the highest and best use of their abilities and aspirations.

A collaborative effort on the part of the employment and education communities to build a program of Experience Based Career Education upon the foundation that already exists in the community was needed. Business and industrial firms had to become more directly involved in program planning processes, and had to be used as educational resources. An analysis of student needs in South Dakota indicated that many of the stronger needs were in the areas of counseling, guidance, and placement. There was a need on the part of both education and the community to assist out-of-school individuals with the needs that they felt most acutely: gaining insight into self; observing, experiencing, and evaluating adult roles; identifying their interest and aptitudes with job cluster; developing competence in making decisions related to education, training, and work; and gaining expertise in those social, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

SPECIFIC GOALS AND OBJECTIVES

Pathfinder's purpose was to provide community-based career experiences to young people who had left high school either by graduation or by non-completion, and who wished to explore careers through on-site experiences in the community within a cluster structure. It also served young people who had special needs in basic and life skills. Personal decision making was emphasized, and exiting students entered the education, training, or work option best suited to their individual needs and aspirations.

Pathfinder was written for NIE program priority area 2, and served the needs of the Watertown community and of South Dakota. It reflected the needs of young people in the region, and encompassed the successful career education techniques and materials developed in earlier career education efforts in the community and state. Pathfinder contained many elements of the Community Experience in Career Education (CE)2 NIE Model in EBCE at Tigard, Oregon. Student evaluation materials from the Appalachia Educational Laboratory's EBCE Model at Charleston, West Virginia, were also used in the project.

The following specific objectives were to be met: Student -- enhance self-concept, set and develop personal goals, relate to others, eliminate sex-role stereotyping, improve life and basic skills, develop competency and job-seeking skills, understand job clusters and families, develop expertise in consumerism. Project -- involve community in the education process, provide student experiences that will facilitate decision making, develop a transportable EBCE model.

Special Project and Student Objectives and supporting activities are detailed in Part B, Major Activities and Events.

B. MAJOR ACTIVITIES AND EVENTS

PROJECT DESIGN AND PROCEDURES

The project director reported to the superintendent of the Watertown Independent School District No. 14-4. The project proposal was approved by the State Board for Vocational Education, and project activities are monitored by the State Division of Vocational-Technical Education.

This project was written for NIE Program Priority Area II, and contained many elements of the Northwest Regional Education Laboratory's Community Experiences in Career Education (CE) 2 model at Tigard, Oregon. Student evaluation materials from the Appalachia EBCE model at Charleston, West Virginia were also used in the project. In addition, the project drew from the experiences and materials from two other Part D career education projects conducted by the local school district, and from other programs in the upper midwest that helped the project meet its objectivies.

The Pathfinder Project was designed to provide community-based career experiences, personal assessment, and assistance in strengthening basic and life skills. Decision making was emphasized, with exiting students entering the education, training, or work option best suited to their individual needs and aspirations.

A 13-cluster structure was phased in over a 3-year period. During the project years, the cluster phase-in encompassed the course offerings of the other schools in the state vocational-technical system. The Pathfinder Project also served as a demonstration-diffusion model for these schools.

Education-Work Roles. A collaborative process between the education and work communities was established, facilitating their meeting the needs of youth pointed out by former Secretary of Labor Willard Wirtz: gaining insight into self; observing, experiencing, and evaluating adult roles; obtaining not only the specific skills requisite to employment, but also those broader social, political, judgmental, and communication skills required for choosing, changing, or advancing within an adult environment.

Implementation Procedure. Pathfinder students were provided with experiences at the project site and in the community to help them develop an appreciation for the dignity of all jobs. They learned that each worker is unique, making a valuable contribution to society.

Pathfinder students were exposed to non-traditional job roles through audio-visual and printed materials, and through simulated and real work situations. They were placed on job sites where they could observe and perform non-traditional male-female work tasks, thereby gaining an appreciation for the variety of jobs within the capabilities of the individual worker.

Students, who ranged in age from 16 years to middle age, were assisted in setting work and educational goals based on a format of 13 occupational clusters. Through testing, counseling, and experience, enrollees identified one or two clusters of personal interest, then identified and explored specific occupations.

The relationship of work to lifestyle was stressed, and this relationship was a focal point as the student developed short- and long-term goals.

Cluster Approach. A cluster phase-in was developed over a three year period. Six clusters were introduced during the first project year, four clusters were added during the second, and the remaining three were added in the third year.

First Year -- Cluster 1, Agri-Business and Natural Resouces; Cluster 4, Consumer and Homemaking; Cluster 6, Health; Cluster 8, Personal Service; Cluster 11, Science, Environment, and Engineering; Cluster 12, Trades.

Second Year -- Cluster 2, Business, Marketing, and Office Occupations; Cluster 3, Communications and Media; Cluster 7, Manufacturing and Processing; Cluster 9, Public Service.

Third Year -- Cluster 5, Fine Arts and Humanities; Cluster 10, Recreation, Tourism, and Leisure Time; Cluster 13, Transportation.

Student Selection. The guidelines for selecting students for the Pathfinder Project were generally the same as those for admission to the Vocational-Technical schools in South Dakota: over 16 years of age and out of high school, with potential for benefiting from the program.

Elimination of Sex-role Stereotyping. Sex-role stereotyping was eliminated by (a) exposing all participants to non-traditional job roles; (b) encouraging students to consider all types of careers and make choices based on their interests and abilities rather than on their sex; (c) giving opportunities to students to choose non-traditional job roles; and (d) helping students raise their level of respect for others, regardless of their sex, color, ethnic backgroung, or value system.

Sex-Fair Guidance, Counseling, Placement & Followup. Project and student outcome objectives were formulated to help resolve sex bias in counseling, placement, and followup. Examples of such objectives are (1) work site experiences that go beyound merely acquiring career information, but encompassing the use of that information in re-examining opinions and alternatives, and in making decisions related to work, education, and life style goals; (2) guidance, counseling, and placement services as an integral part of the cluster phase-in process, which encompassed both traditional and non-traditional job roles.

Safeguards with Respect to Work-Related Activities. Under the South Dakota Labor Code and the South Dakota Education Code, students in non-paid work experience or occupational training classes in the community are covered under the Workmen's Compensation Laws. The activities and length of time spent by students on job sites was regulated to guarantee that they remain in a non-productive observer-trainee status. Students were also covered by regular student accident and health insurance. The Watertown School District provided specific coverage in the areas of transportation, liability, and buildings.

Third Party Evaluation. Dr. Allan Lindstrom and Dr. Marvin Scholten, staff menbers in the Education Department at South Dakota State University and an independent evaluation team, were the project's third party evaluators.

Unique Features. Unique features of the Pathfinder EBCE Project include: (a) the project was designed to serve individuals who were not enrolled in a secondary school; (b) participants encountered work related experiences in two settings: on job sites, and in the project facilities; (c) participants would be enrolled in a vocational-technical school or other training program and the Pathfinder Project concurrently to utilize certain services, such as personal assessment and analyses of the labor market; (d) individuals could enroll in the program for an indeterminate length of time, but were encouraged to remain until their own goals were achieved.

Dissemination Procedures. Dissemination of the Pathfinder Project was accomplished in the following ways:

1. Visits by the community resource director to potential work experience sites;
2. Placement of students on work experience sites;
3. Distribution of brochures to potential students, to the helping agencies; and to potential work experience sites;
4. Newspaper features;
5. Distribution of quarterly and interim reports;
6. Direct contact with employers, Chamber of Commerce, service clubs, State and Federal agency personnel, school administrators, and propective clients;
7. Informational meetings with agency personnel and the Advisory Council;
8. Computer training workshops.

STUDENT POPULATION

During the three years of the Pathfinder Project, a total of 330 people were served directly by the staff at the project site. The majority (56 percent) were female. Of the total, eight percent were Native American. By age, 53 percent were between the ages of 16 and 21 years; 34 percent were between the ages of 22 and 35 years; eight percent were between 36 and 45 years of age; and five percent were ages 46 or older.

The third project year had the largest enrollment (161 students). Of this group, 66 percent were interested in an equivalency degree or earning high school credit. The remainder wanted career guidance or career information, although students were offered the opportunity and encouraged to explore all aspects of the Pathfinder Project. Of the third year enrollment, 40 percent of the students were aged 16 to 18 years.

MAJOR PROJECT ACTIVITIES

Career Enrichment Programs. During the second and third summers of the Pathfinder Project, career enrichment programs were sponsored jointly by Pathfinder and the Department of Labor. The purpose of the summer programs was to expose disadvantaged teenagers to the world of work through career exploration and work sample experience. The programs were conducted at the Pathfinder site. The Department of Labor provided Manpower Funds for the project, and selected the participants based on their determination of family economic level. A total of 82 students participated in the career programs during the Summers of 1978 and 1979.

Guidance Information System. A computer program called the Guidance Information System was acquired by the Pathfinder Project for use in career exploration. The system provides detailed information about occupations and training programs available in the country. The system was used extensively by Pathfinder participants, as well as students in 14 school districts who had direct access through the Watertown school system's main computer. To explain the use of the Guidance Information System, Pathfinder staff conducted three computer training workshops for counselors from area schools.

Aide Program at LAVTI. The Pathfinder Project sponsored the hiring of a part-time aide at the Lake Area Vocational-Technical Institute to offer a program of math improvement for the students. The first year of this program saw the enrollment of 27 vocational students. These students spent an average of 22 days working with the aide. The average improvement in math skills was equivalent to two school years. Determination of entry skills and improvement was accomplished through the use of the Wide Range Achievement Test. The Lake Area Vocational-Technical Institute has assumed funding for the aide program and will continue the service in the future.

YTEP Program. Pathfinder worked closely with the Youth Training and Employment Program (YTEP) at the Multi-District Vocational High School in Watertown, SD. The YTEP project serves

financially eligible students from nine area high schools who earn high school credit for participating in the career guidance program. Pathfinder, in addition to helping develop the program, provided instructional materials, films, and tests for use in the program; and acted in a consulting capacity. The program will continue on the high school level.

Work Sample Units. A total of 32 career exploration units were purchased by the Pathfinder Project. These proved to be valuable in providing "hands on" experience for students exploring career fields. In addition, 14 units were developed by staff and instructors from the Lake Area Vocational-Technical School, the Multi-District Vocational High School, and area career guidance programs. The assistance of these individuals in developing the units contributed to the success of the program. Twenty job experience kits were also added to the equipment used at the project site. These materials will be transferred to the Watertown Junior High School where they will be used in a seventh grade career exploration program.

Equality Workshop. Mary Wagner, Humanist-In-Residence for the northern half of South Dakota, offered a workshop on "Women in the Workforce". Pathfinder sponsored this program as part of its continuing effort to educate and inform the public of equal opportunity in career choice and job training. Thirty-five people attended the workshop. Publicity, promotion, and recruitment of participants were all undertaken by the Pathfinder Project.

Basic Skills Improvement. Over half the students who enrolled in the Pathfinder Project were interested in earning high school credit, obtaining their high school equivalency degree, or improving basic skills. During the three years of Pathfinder's existence, 52 individuals obtained their high school equivalency degree. This figure does not represent those people who dropped out of the Pathfinder Project prior to completion of their high school equivalency testing, or those who are waiting for their 17th birthday to begin testing.

Pathfinder's basic skills educational function will be assumed by the Adult Basic Education program in the local school district, by the aide employed by the Lake Area Vocational-Technical Institute, and through career and life skills programs on the Junior high school level.

Counseling. Career counseling was provided to all students enrolling in the Pathfinder Project. In addition to interest testing and counseling, the Guidance Information System computer package acquired by Pathfinder provided these students with detailed information about jobs and training. Career counseling for adults was most beneficial to women re-entering the job market, to people seeking a career change, and to many individuals looking toward vocational education as an alternative to a four-year college degree.

DETAILED GOALS AND OBJECTIVES

STUDENT OBJECTIVES

A. Outcome: Self Concept

--To develop a better understanding and acceptance of self.

1. Describe self in effective terms
2. Gain a positive feeling about self
3. Identify personal value systems
4. Identify and express needs
5. Publicly affirm personal values

Personal counseling was the primary means of improving a student's self image. Many of the students who had not completed high school had developed feelings of failure and low self-esteem. Convincing them of their worth and encouraging them to pursue their study programs helped most of these students to achieve their goals.

An important development in aiding students re-assess their self image was the revision of the "Decisions for Living" booklet. This booklet includes sections on goal setting and improvement of self-concept. Every student was issued a copy of "Decisions for Living" and was encouraged to chart his or her progress in the booklet.

Other testing instruments to aid students in assessing their goals and achievements included: the Self-Directed Search, the Minnesota Importance Questionnaire, the Wide Range Achievement Test, and the Strong-Cambell Interest Inventory.

Certificates were designed which indicated that a student had successfully completed his or her program. These were well-received by the students as tangible evidence of their accomplishment.

B. Outcome: Personal Goals

--To become capable of making appropriate decisions and set goals with respect to life style and initial area of work.

1. Identify and evaluate alternatives in personal and career decisions

2. Distinguish between long- and short-term personal goals

3. Choose an appropriate initial area of work

Goal-setting activities were required of each student. Individual counseling helped students set realistic goals in the areas of employment and education. Most students preferred to remain in this part of the country where jobs in certain fields are limited. In some cases, the students' initial ideas for career training did not match their interests and abilities.

Employment outlook, length and kind of training or education required for various jobs, potential income, and student financial aids were discussed with students. The Guidance Information System computer program installed by Pathfinder helped greatly in providing instant information in these areas. Most students enthusiastically worked with the computer to further define their individual goals. Filmstrips, printed materials, and job site experiences were also made available for this purpose.

C. Outcome: Relating to Others in Society

--To develop an appreciation for the uniqueness of each individual and develop a proficiency in relating to others.

1. Demonstrate a compassion for others
2. Describe and demonstrate the principles of good interpersonal communications, with emphasis on employer-employee relations
3. Recognize the right of any member of society to choose non-traditional jobs
4. Develop an appreciation for the unique contribution of every individual to the world of work
5. Develop an appreciation for the dignity of work

Students were helped to perceive themselves as individuals through individual and group counseling. They were encouraged to view themselves as persons with unique strengths and limitations, aspirations, likes and dislikes, and physical and emotional characteristics. Most Pathfinder students were successful in accepting

and relating to other students and staff members.

By emphasizing the individual's right to explore and select non-traditional jobs, students came to recognize the rights of others in their job selections, while developing an appreciation for all kinds of occupations and contributions each person makes or is capable of making.

The use of journals in which students expressed their concerns, interests, and problems aided in their ability to communicate about those feelings. Interaction with staff members and communication with employers and workers on job sites also improved the students' ability to communicate in society.

D. Outcome: Eliminate Sex-Role Stereotyping

--To become free to explore or engage in any occupations regardless of former sex-role stereotyping.

1. Expose both men and women to non-traditional job roles
2. Encourage students to consider all types of careers and make choices based on interests and talents rather than sex
3. Provide opportunities to choose non-traditional job roles
4. Raise each student's level of respect for others regardless of their sex, race, color, or value system

Materials used in Pathfinder were evaluated to ensure that they were not sex-biased. Work sample units were available to all students, and females were encouraged to try their hands at those units exploring fields which have traditionally been associated with men.

An important opportunity to educates the public about non-traditional job roles was the workshop sponsored by Pathfinder entitled "Women in the Workforce." Mary Wagner, Humanist-In-Residence for northern South Dakota conducted a public workshop to emphasise the importance of accepting individuals in the job market, regardless of sex.

A conscious attitude of non-sexism prevailed in working with students in all areas of their individual programs.

E. Outcome: Improvement of Life Skills and Basic Skills

—To evaluate each student's academic strengths and provide an opportunity to complete high school or its equivalent.

1. Provide the appropriate learning experiences to strengthen basic skills
2. Give the opportunity to complete high school or its equivalent
3. Provide an intensified experience base for student life skills and basic skills project activities to further enforce perceptions of the relationship between learning and working
4. Help to develop general employability skills, including the ability to interact with adults and to recognize social, economic, and psychological factors influencing personal performance and job satisfaction
5. Help to identify and acquire some of the skills, knowledge, and attitudes required for specific jobs, if requested
6. Give opportunities for students to make a commitment for more time to explore areas of interest and need

Students entering the Pathfinder Project were given a series of tests to determine their level of life skills and basic skills. Tests used included: the Wide Range Achievement Test, the Gray-Oral Reading Test, the Cambridge Introduction to Arithmetic Diagnostic Test, and the English 2600 Series by Harcourt, Brace, and World.

Most students received daily instruction in some basic skills area. Some had high school diplomas, but needed to strengthen skills in certain areas. Others had not finished high school, and obtaining a high school equivalency certificate became an immediate goal. Fifty-two students completed these requirements through Pathfinder.

The program developed by Pathfinder for the Lake Area Vocational-Technical Institute whereby an aide was available to tutor students in basic skills met with tremendous success. The aide program for the improvement of basic skills will continue at the vocational level.

Students were admitted into the Pathfinder program on an open-ended basis, and remained until their specific goals were achieved. Many came into the program intending only to strengthen basic skills, however, they were encouraged to work through the career exploration units and to explore a number of occupations in the community.

F. Competencies

--To develop competency skills considered by the local community to be necessary for adults to function effectively in the community.

1. Provide learning experiences in the community itself
2. Provide an opportunity to learn from the knowledge and experience of working people in various fields, thereby expanding awareness of various career options and community resources
3. Develop an appreciation for the unique contribution of every individual to the world of work
4. Exercise skills and responsibilities in dealing with various kinds of adults in different community settings

Most Pathfinder students worked through on-site career exploration units. Many did explore employer sites in the community. Various films and printed materials were available to students to aid them in understanding the world of work.

Competency units were developed with the aid of employers in the community. These units were designed to improve competency in the areas of telephone use, personal finance, safety, and insurance services. In addition, a series of cassette learning packages was pruchased for use by Pathfinder students. The consumer mathematics package was used by several students to improve their competency in budgeting and understanding finance.

All aspects of work exploration, whether in the community or at the project site, helped students see how all work is related in our society, and that the contribution made by each individual is unique and meaningful. Employer instructors were advised to treat Pathfinder students as responsible adults in all their work and interpersonal relationships while on the job site.

G. Understanding of Occupations and Job Clusters

--To develop an understanding of the world of work, with a perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them, and of the work and ways of life they involve.

1. Identify several clusters of interest to self
2. Describe and demonstrate job seeking skills
3. Other job explorations as related to personal interest
4. Identify and pursue a career pathway
5. Construct a personal plan of occupational and educational endeavor
6. Identify personal career alternatives

To help students in understanding occupations and job clusters, the Guidance Information System computer package was acquired by Pathfinder. This was in addition to the implementation of the McKnight Career Information System which facilitated the cataloging of all films, filmstrips, books, work samples, and community exploration sites. The McKnight System is based on the worker trait group concept developed by the Appalachia Educational Laboratory in Charleston, West Virginia.

Thirteen job clusters were introduced during the Pathfinder Project's three years. Students were exposed to the job clusters after having first assessed their goals, interests, and aptitudes. Every student activity was keyed to an understanding of the world of work, helping a student focus on an occupational cluster and a specific occupation.

Students were also familiarized with the procedures of filling out a job application, writing letters of application, and developing a resume.

H. Outcome: Expertise in Research and Consumerism

—To become capable of identifying and using available services such as the South Dakota Job Service, education and vocational opportunities, job banks, and labor projection statistics.

1. Demonstrate a knowledge of credit buying
2. Demonstrate a knowledge of consumer responsibilities and practices
3. Demonstrate knowledge of money management, budgeting, and bank services
4. Apply job seeking and career researching skills
5. Understand and effectively use community services

Students spent some time working on money management activities, particularly using the cassette learning packages. Knowledge of consumer affairs was stressed.

All students were informed of the services provided by the South Dakota Job Service, including the South Dakota Job Bank listings, and were taught how to use these services.

Students not registered for work with the Job Service were assisted in doing so. Students were also made aware of the services of other agencies, such as the Vocational Rehabilitation Office, Social Services, Mental Health Services, CETA, and the Bureau of Apprenticeship and Training.

PROJECT OBJECTIVES

A. Outcome: Community Education Involvement

--To develop an interrelationship between educational agencies and the community.

1. Establish and maintain effective two-way communication between the Pathfinder Project and its publics, including students, parents, employers, labor, educational institutions, and the community-at-large.
2. Generate community interest and support for the project
3. Provide, from within the community, the resources needed for student learning
4. Meet the information needs of the project participants and the general public
5. Help give community participants a vested interest in the project operations
6. Establish ongoing communication between the project and various agencies, organizations, and interacting groups

Community interest and support for the project was gained by establishing advisory councils composed of a cross-section of individuals in public and private life; news and feature stories; and personal contact by staff personnel with representatives of helping agencies, and with employers and other interested and influential community sources.

During the course of the Pathfinder Project, staff members served as advisors to various groups and agencies. The project director participated in the development of a proposed South Dakota Plan for Career Education. Pathfinder staff personnel also aided the local Boy Scouts of America in conducting a survey to determine career interests.

Resources for student learning were provided from within the project, from the Lake Area Vocational-Technical Institute, and from the community. Businesses, schools, and public agencies were used extensively in providing career information and job observation

opportunities to students.

News features and stories, project outlines and abstracts, and brochures were used for community contact. Service to individual students was emphasized, with employer/instructors accepting the challenge of helping others through teaching and personal contact.

B. Outcome: Dissemination and Project Transportability

--To provide a wholly or partially transportable Experience Based Career Education model for the use and participation of other vocational-technical schools or by private non-profit schools.

1. Assist other institutions in establishing the model in their environment during the second and third year of the project
2. Assist high school counselors in South Dakota in assessing student needs

Dissemination was an on-going feature of the Pathfinder Project. Agency meetings were conducted to keep helping institutions informed of the services offered by Pathfinder. Guidance counselors were contacted by letter and in person to encourage them to establish career programs in their schools. Employers were visited by staff personnel to develop interest in providing learning opportunities for students.

The Interlakes Guidance Association held one of its regular meetings at the Pathfinder project site. Counselors from area high schools were encouraged to bring student groups to the project site to explore career materials and work sample units. Letters and brochures were provided to area schools for use in recruiting students for their own career projects.

Staff personnel made presentations about Pathfinder to numerous groups during the course of the project. Staff members went as far as Texas and Washington State to disseminate information. Many institutions with in the state of South Dakota and in the Upper Midwest region invited Pathfinder staff to conduct workshops.

Materials were distributed to schools and agencies which explained the Pathfinder programs. The "Decisions for Living" booklet was made available to schools and institutions throughout the

country. Newsletters and posters were developed for distribution. Slide/tape presentations were produced concerning offerings in vocational-technical schools in South Dakota.

Regular meetings were conducted with members of the Pathfinder Advisory Council. Representatives of helping agencies were also invited to tour Pathfinder facilities on a regular basis. Workshops were conducted with area counselors to explain the use of the Guidance Information System computer package, which was made available to area schools through their individual computer terminals.

Pathfinder staff helped develop a jobs program at the Multi-District Vocational High School to aid potential dropouts. The materials and resources of the Pathfinder Project were made available to the program.

An aide program was developed at the Lake Area Vocational-Technical Institute by the Pathfinder staff. Materials for use by the aide were also provided by the project.

Appropriate news articles and features were produced on a regular basis. Advertisements were created to inform potential project students of the services provided by the Pathfinder Project.

Area schools were encouraged to schedule tours of the Pathfinder site. Films, printed materials, brochures, and job information listings were made available to schools and programs.

The Pathfinder staff made themselves available whenever possible to inform the public, business, and schools of the services which were developed by and available throught the Pathfinder Project.

C. Outcome: Employer/Instructor Development

—To provide site personnel with the staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students in the Pathfinder Project.

1. Maximize the potential of an employer-community site as a learning setting by focusing employer/instructors on their instructional, supervisory, and guidance responsibilities and developing their ability to help students discover useful and relevant learning experiences.

Prior to and during student job site exploration, employers and those designated to work with students were briefed on Pathfinder through visits and printed material. Expectations, goals, employer responsibilities, and student responsibilities were discussed. Frequent followup was conducted by the community resource director during and following explorations to ensure understanding and to secure evaluation of the student. The students' job site experiences were also evaluated by staff through discussions and use of the student journal.

Several units were developed to help employers when working with students. Included was an evaluation format for the employer/instructor to use in each area of activity.

In addition, an interview/overview guide was developed. Some employers were reluctant to have people come in on job observation for an extended period of time. The interview/overview technique was designed to allow a student time to interview an employer/instructor at the job site without interfering with business activities. The average time for this experience was 45 minutes. During this time, the student received a general orientation to the business or organization. Specific area of employment relating to the job site were discussed, along with entry level requirements, salary expectations, and availablility of employment in that field.

Personal contact was maintained at all times with employer/instructors to ensure the maximum benefit to participating students.

D. Outcome: Specific Educational Purposes through Curriculum

--Students will receive integrated, comprehensive experiences that will facilitate their decisions to enter education or training programs or specific work situation.

1. To provide comprehensive experiences to help students choose individual goals
2. Assist in developing individualized learning techniques that take into account each student's unique learning rate and style as well as individual interests, needs, and abilities

3. Exposing students to opportunities for examining and learning more about career alternatives
4. Assist students in capitalizing on the possibilities of experiential "learning by doing" activities as a way of instilling greater relevancy and personalization into their experience in the project
5. Assist in actively utilizing community people and resources to better respond to both program and individualized student needs and goals
6. To encourage students to increase both their career and life style decision-making skills through intensive participation in the planning of their individual learning
7. To assist students in focusing on the underlying processes and skills necessary for them to manage and direct their own learning experiences throughout their lives
8. To help students in combining learning experiences from all curriculum areas in such a way as to help them better perceive the interrelatedness of learning and its connection to their specific interests and goals

The initial step in goal setting began when a student entered the Pathfinder offices. The entire staff participated in an intake interview. This interview, along with counseling and interest testing, helped the student guage progress made in life up to that point. He or she was then encouraged to assess and evaluate strengths, weaknessess, and needs. Subsequent project site experiences in counseling, basic skills, information, mini-units, Lake Area Vocational-Technical Institute, and community experiences proved valuable in further individual goal-setting.

Student achievement was also measured by the Wide Range Achievement Test and the Gray Oral Reading Test. Other instruments

used included: the General Aptitude Test Battery; the Strong-Cambell Interest Inventory; the Mooney Problem Check List; the Self-Directed Search; the Minnesota Importance Questionnaire; the Career Planning Profile by ACT; and the SRA Vocational Planning Survey. Life skills status was evaluated through administration of the Adult Performance Level Test by ACT.

Couseling, testing, and discussion resulted in students learning more about themselves in relation to career and training opportunities, and the problems they confronted. By learning about the student's status, learning rate, interests and needs, the staff was able to design a program tailored to that individual. Through these activities, students were helped to design and carry out their own learning experience, both within the confines of the project and in the community.

E. Outcome: Site Utilization

--Utilize employer and site resources to provide individual students with personalized opportunities for exploring and refining career options, exercising basic skills, and achieving differences in student goals.

1. Students will be matched with sites to permit kinds and degrees of involvement to carry in relation to individual differences in student goals
2. To provide early analysis of the learning potential of Experience Based Career Education sites prior to prescribing student onsite activities
3. To provide ongoing liaison between site personnel and program staff to insure that site activities are appropriate to the site and the student; meet performance expectations negotiated by the student, staff and employer/instructor; and are supervised and recorded

Job exploration sites were developed on the basis of the

individual student's interests, abilities, and goals. Although commitment for job site exploration was obtained from many employers, students were placed on sites only after negotiating with the employer for individual experiences. Pre-analysis of job sites proved helpful in satisfying student needs, as well as facilitating monitoring and evaluation of the job site experiences. Over the course of the Pathfinder Project, approximately one in four students had direct, on-site experience with employer/instructors.

Other Activities and Events

Pathfinder staff members engaged in a number of activities designed to improve the quality of Pathfinder services and contribute to public understanding of the Pathfinder Project.

--Regular Advisory Council meetings.

--Regular agency meetings and workshops.

--Referrals from the SD Job Service, the Department of Vocational Rehabilitation, the Mental Health Center, and the Halfway House for Drug and Alcohol Referral.

--A non-traditional job roles workshop entitled "Women in the Workforce" was sponsored by the Pathfinder Project.

--Participation in the SD Governor's Conference on Career Education.

--Designing a math skills testing program at the Lake Area Vocational-Technical Institute.

--Creation of an aide program for math improvement at the Lake Area Vocational Technical Institute.

--Sponsorship of the Interlakes Guidance Association regular meeting at the project site.

--Creation of posters, newsletters, brochures, and other printed material for distribution to the public.

--Organization of a Sophomore Career Day for area students to explore career possibilities in vocational education.

--Meetings with representatives of the Lake Area Vocational-Technical Institute, the Bureau of Indian Affairs, the Division of Vocational-

Technical Education, Vocational Rehabilitation, the SD Job Service, and the Bureau of Apprenticeship and Training.

--Field trips with students to Mitchell Area Vocational-Technical Institute, Southeast Area Vocational-Technical School, University of South Dakota, South Dakota State University, Augustana College, and the Community College in Sioux Falls.

--Development of work sample units in conjunction with the staff of the Lake Area Vocational Technical Institute.

--Creation of Summer Career Enrichment Programs with the cooperation of the SD Job Service and the Department of Labor.

--Development of materials for the purpose of dissemination, including videotapes, slide shows, and printed materials.

C. PROBLEMS

No problems of any significance arose during the course of the Pathfinder Project. The one situation which was difficult to resolve was the problem of retaining students in a voluntary program, such as Pathfinder. Because Pathfinder relied solely on voluntary time commitments and participation by students who enrolled in the program, encouraging students to remain until their goals were achieved was a difficult task. Efforts were made to impress upon the students the importance of making a commitment to career exploration and basic skills improvement.

Individual counseling and continual reinforcement of the students' progress appeared to offer the best solution to this situation. It was heartening to the staff when a student who had simply abandoned his or her program returned to Pathfinder. Most of these re-entering students admitted that the importance of their work with Pathfinder was not apparent to them until they had stopped participating. Those students who left Pathfinder short of achieving their goals often went on to finish their basic skills study in another program. Several returned to their high school to continue their education.

D. PUBLICITY ACTIVITIES

During its three years of existence, the Pathfinder Project was featured in 14 articles in publications ranging from the local newspaper to national career education publications. Classified ads were published locally on a regular basis to recruit potential students to the Pathfinder Project. Posters, newsletters, and brochures were designed to publicize the program. Details of these articles can be found in previous quarterly and interim reports of the Pathfinder Project.

A total of 94 educators visited the Pathfinder project site in its three years of operation. Tours by student groups were conducted, and area educators were frequently invited to bring students to the project site.

E. DISSEMINATION ACTIVITIES

Dissemination activites included a number of workshops for guidance counselors, agency personnel, and the Advisory Council. Staff members communicated on a regular basis with representatives of various supporting agencies on the local, county, and state levels.

Publications, such as "Decisions for Living," were made available to area educators. Posters, brochures, and printed material were provided to all educators who visited the project site or requested information about the Pathfinder Project.

News articles and features were promoted whenever possible to inform the public of Pathfinder services. Classified ads were also used for this purpose.

Pathfinder staff members frequently made presentations to educational and service groups. Materials were created for the purpose of presenting an overview of the Pathfinder Project to interested parties.

Some of the organizations receiving Pathfinder information and materials were: The National Advisory Council for Career Education; The National Institute of Education; ERIC Central; The Center for Vocational-Technical Education, Columbus, Ohio; The Center for Occupational Information; Northwest Regional Educational Laboratory, Portland, Oregon; and the EBCE Program, Appalachia Educational Laboratory, Charleston, West Virginia.

F. EVALUATION

The complete Evaluation Report of the Pathfinder Project is included in Section I of the body of this report.

G. PERSONNEL ACTIVITIES

Staff members visited projects and institutions for the purpose of dissemination or training. Among the sites visited during the course of the Pathfinder Project were: The University of Wisconsin-Stout, Menominee, Wisconsin; The Northwest Regional Educational Laboratory, Portland, Oregon; Career Research, Inc., Salt Lake City, Utah; The Western Wisconsin Technical Institute, LaCrosse, Wisconsin: and the EBCE National Conference, San Antonio, Texas.

Further details are included in previous quarterly and interim reports.

H. Conclusions, Implications, and Recommendations

The Pathfinder Project focused on serving the needs of the out-of-school population by providing career guidance information and basic skills improvement. The diversity of the student population served, the interest shown by supporting agencies, and the cooperation of the community point to the success of the Pathfinder Project in meeting those needs.

An awareness of the need for career counseling and basic skills improvement has been created. Agencies, schools, and the general public now have a better understanding of the need for career guidance and exploration. During the past three years, 330 adults lacking the skills to obtain or keep a job, or wanting an opportunity to explore careers prior to seeking work or training have been helped by the services of the Pathfinder Project.

The work started by Pathfinder will continue in the schools and community. The Youth Training and Employment Program will continue to provide career counseling at the high school level. The Adult Basic Education program will assume the task of providing basic skills improvement and high school equivalency training for adults. The aide program developed by Pathfinder for the Lake Area Vocational-Technical Institute will continue to provide skills improvement for students at the post-secondary level. The materials collected and designed by Pathfinder will be available to any agency or program requesting them for use in career exploration.

The work exploration units obtained or developed by the Pathfinder Project will be located permanently at the local Junior high school where seventh grade students will begin a program of career exploration. Students will participate in a program which emphasises experience based career exploration, elimination of sex-role stereotyping, improvement of self-concept, and basic andlife skills development. The purpose is to prepare youngsters to eventually take their place in the world of work.

Experience based career exploration has become an ongoing concern in the community as a result of the efforts of the Pathfinder Project. Supporting agencies have developed a genuine interest in promoting adult career exploration within their own programs. Interest has been especially high among personnel in the CETA program, Job Service, Vocational-Rehabilitation, and the Alcohol and Drug Referral Center. These agencies hope to adopt the principles of adult career exploration to serve their own clientel.

The staff of the Pathfinder Project have experienced a sense of satisfaction in knowing that their work has resulted in an increased awareness of the need for career guidance and basic skills improvement. The ideas and techniques developed by the Pathfinder Project will continue in the programs of the schools, service agencies, and career guidance programs. Future efforts in career education in South Dakota will have a solid foundation to build upon.

I. EVALUATION REPORT

Third interim evaluation report of: Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspiration, and Career and Educational Opportunities.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project No. 498HA80037
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EVALUATION REPORT

This document constitutes the evaluation report for the third year of the Pathfinder Project in Experienced Based Career Education. This exemplary project in vocational education is based at Watertown, South Dakota and is conducted under Part D of Public Law 90-576.

General Project Information

The Pathfinder Project is designed to assist out-of-school persons find out more about themselves including their strengths and weaknesses, interests and aptitudes. Additional emphasis is placed on exploring jobs and developing basic education and life skills. The project is specifically designed to assist the undecided, the unemployed, and the underemployed person achieve an orientation to the world of work. Individual goal-setting and decision-making are central to the program. Students enter the education, training or work option that best suits them.

The Pathfinder Project is directed by the staff in the Lincoln Annex of the Lake Area Vocational-Technical Institute, Watertown, South Dakota. The program serves the unique needs of a varied group of South Dakotans and encompasses the successful career education techniques and materials developed in earlier career education projects.

Evaluation Plan

The plan for evaluating the Pathfinder Project includes the assessment of program and student objectives as outlined in the approved project proposal. The following measurement procedures

and processes were used:

1. Follow-up study of 1977-78 project clients.
2. Pre-post assessment of client development in the basic skills areas.
3. Community site exploration personnel questionnaire.
4. Site visitations.
5. Examination of project records.
6. Interviews with 1978-79 project clients.

Table 1 lists the project and student objectives with an enumeration of the evaluation procedures used in assessing the specified objectives. Additional explanation of each of the evaluation procedures is as follows:

Follow-up Survey of 1977-78 Project Clients. The Follow-up Questionnaire used in the 1976-77 follow-up/evaluation study was revised and information was elicited regarding previous Pathfinder clients' perceptions of the value of the program to their career and self-development. All 1977-78 clients who had completed the Pathfinder program were given an opportunity to respond to the follow-up questionnaire.

Pre-Post Assessment of Client Development in the Basic Skills. Upon enrollment in the Pathfinder Program clients interested in improving their basic skills were administered a pre-test in one or more of the following basic skills areas: Mathematics, Reading and Spelling. Upon completion of the program, appropriate tests were re-administered as a post-test. The Mathematics testing program was the only program with sufficient numbers of client completions to provide substantive evaluation data. Computation of growth/change

TABLE 1

Evaluation Procedures According to Student and Project Objectives

Objective	Evaluation Procedures
As a result of individual completion of the Pathfinder Project, the student will develop better understanding and acceptance of self, thus enhancing the self concept.	Interviews with 1978-79 Project Clients. Case study reports. Follow-up questionnaire.
As a result of individual completion of the Pathfinder Project, the student will be capable of making appropriate decisions and set goals with respect to own life style and initial area of work.	Interviews with 1978-79 Project Clients. Case study reports. Follow-up questionnaire.
As a result of individual completion of the Pathfinder Project students will develop an appreciation of the uniqueness of each individual and develop a proficiency in relating to others.	Interviews with 1978-79 Project Clients. Case study reports. Follow-up questionnaire.
As a result of individual completion of the Pathfinder Project students will be free to explore or engage in any occupation regardless of former sex role stereotyping.	Site visitation. Examination of project records. Interviews with 1978-79 Project Clients.
As a result of individual completion of the Pathfinder Project, each student will have evaluated academic strengths and will have the opportunity to complete high school or its equivalent.	Pre-post assessment of basic skills. Examination of project records. Interviews with 1978-79 Project Clients.
As a result of individual completion of the Pathfinder Project, each student will develop competency skills considered by the local community to be necessary for adults to function effectively in the community.	Site exploration personnel questionnaire. Case study reports. Site visitation. Interviews with 1978-79 Project Clients.
As a result of individual completion of the Pathfinder Project, the student will be capable of understanding the world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational pathways that lead to them, and of the work and ways of life that they involve.	Interviews with 1978-79 Project Clients. Follow-up questionnaire. Case study reports.
As a result of Pathfinder Project activities, there shall develop an interrelationship between educational agencies and the community.	Site exploration personnel questionnaire. Site visitation.

TABLE 1 - Continued

Objective	Evaluation Procedures
As a result of completion of this project, the student will be capable of identifying and using available services such as the South Dakota Job Service, educational and vocational opportunities, job bank, and labor projection statistics. The student should also become knowledgeable of consumer education and personal finance.	Interviews with 1978-79 Project Clients. Case study reports. Follow-up questionnaire.
As a result of Pathfinder Project activities, a wholly or partially transportable Experienced Based Career Education model will be available for the use and participation of other vocational-techical schools or by private non-profit schools.	Site visitation. Examination of project records.
Provide site personnel with the staff support, program information, skill development and contact with each other needed to guide, negotiate with, instruct, and evaluate students in the Pathfinder Project.	Site exploration personnel questionnaire. Site visitation.
As a result of Pathfinder Project activities, students will receive integrated, comprehensive experiences that will facilitate their decisions to enter education or training programs or specific work situations.	Interviews with 1978-79 Project Clients. Follow-up questionnaire.
As a result of Pathfinder Project activities, employer and community site resources will be utilized to provide individual students with personalized opportunities for exploring and refining career options, exercising basic skills, and achieving life skill objectives in specific situations.	Site exploration personnel questionnaire. Interviews with 1978-79 Project Clients.

was completed on only those clients who completed the program.

Community Site Exploration Personnel Questionnaire. A questionnaire was administered to cooperating community exmployers who assisted by providing job exploration opportunities to interested Pathfinder clients. The questionnaire elicited responses regarding the effectiveness of the Pathfinder Program as perceived by the personnel, indications of student learning and motivation, and suggestions for program improvement.

Interviews with 1978-79 Project Clients. A structured interview was conducted with a small sample of 1978-79 project clients. The structured interview included questions regarding the clients' self-concept development, career knowledge and decision-making, consumer knowledge and information, interpersonal relationship skills, understanding of sex fairness in selecting occupations, and understanding of job seeking information resources and available services. These interviews were used to supplement data received from the Follow-up Questionnaire.

Site Visitations. Periodic site visitations were made by the evaluators. The site visitations included both staff conferences and program observations. The following project dimensions were examined in the site visitations:

1. Interrelationship of the project with educational agencies and the community.
2. Project dissemination efforts and results.
3. Staff development and staff support.
4. Assistance provided clients in facilitating decisions as they relate to further education and/or employment.

5. Student development in the areas of career awareness, basic skills, life skills and self awareness.

Examination of Project Records. An analysis was made of project records to monitor the goals and activities of the project. Data from this examination will be evaluated and synthesized into the various sections of this final evaluation report.

The remainder of this evaluation report will detail the findings from the various assessment methods. The findings will be accompanied with an assessment of the attainment of the student and project objectives. Conclusions and recommendations will complete the report.

Follow-up Questionnaire

A follow-up questionnaire was mailed to 170 individuals who had completed the Pathfinder Program during the 1977-78 program year or had re-enrolled in the program during 1978-79. A copy of the questionnaire appears in Appendix A. The purpose of the follow-up survey was to determine the following:

1. The nature of clients' activities after completing the Pathfinder Program. Five possible activities were surveyed as follows:
   a. Started working on a new job
   b. Enrolled in vocational school
   c. Enrolled in high school
   d. Helped out at home
   e. Other

2. Were clients presently employed. If individuals were employed, what was the name of the employer, the job description, and how long had they worked in the specified job.
3. Did clients find that the Pathfinder Program was helpful to them.
4. Would previous clients recommend the Pathfinder Program to friends and relatives.
5. Did the clients explore careers through a site visitation. If individuals did participate in a site visitation, were they satisfied with the help they received on the site.
6. Clients reasons for enrolling in the Pathfinder Program. Four possible categories were explored as follows:
   a. Basic skills improvement (GED)
   b. Career exploration (interest testing, etc.)
   c. Both GED and Career Exploration
   d. Other
7. How helpful clients felt that Pathfinder experiences were according to the reason for their enrollment. Clients who enrolled in the program to improve their basic skills (GED) were asked to rate the degree of helpfulness the following objectives were in meeting their needs:
   a. Understanding more about themselves
   b. Improving their reading skills
   c. Improving their math skills
   d. Improving their oral communication skills
   e. Improving their writing skills

f. Communicating comfortably with others

g. Taking responsibility for their own actions

h. Becoming more open to ideas and values different from their own

i. Improving their day-to-day living skills.

Clients who enrolled in the Pathfinder Program to seek assistance with career exploration were asked to indicate how helpful the following objectives were in meeting their needs:

a. Understanding more about themselves

b. Learning how their interests and abilities fitted into possible careers

c. Learning what to look at when considering a job

d. Learning how to find and keep a job

e. Becoming acquainted with a variety of resources to use in gathering information about work and decision making

f. Communicating comfortably with others

g. Taking responsibility for their own actions

h. Becoming more open to ideas and values different from their own

i. Improving their own day-to-day living skills.

Clients who enrolled in the program for both basic skills improvement and career exploration were asked to indicate how helpful the following objectives were in meeting their needs:

a. Understanding more about themselves

b. Learning how their interests and abilities fit into possible careers

c. Learning what to look at when considering a job

d. Learning how to find and keep a job

e. Improving their reading skills

f. Improving their math skills

g. Improving their oral communication skills

h. Improving their writing skills

i. Becoming acquainted with a variety of resources to use in gathering information about work and decision making

j. Communicating comfortably with others

k. Taking responsibility for their own actions

l. Becoming more open to ideas and values different from their own

m. Improving their day-to-day living skills

As previously indicated 170 questionnaires were made to clients who had participated in the Pathfinder program during the 1977-78 project year. A pre-addressed, stamped return envelope was included for the convenience of returning the questionnaire to the project evaluators. Forty-five clients returned the questionnaire. This represented a return rate of approximately 26 percent. Since the questionnaire assured anonymity of responses, no follow-up mailing was made. A substantial number of questionnaires were returned due to lack of a correct mailing address.

The findings from the follow-up survey will be presented according to the preceding seven categories of questions.

Nature of Activities After Pathfinder Program Completion. Table 2 categorizes the responses of 1977-78 Pathfinder Program clients to the question, "After completing the Pathfinder Program last year, what did you do?" As can be noted from an examination of the table, the largest percentage (35.6) of respondents started working on a new job. 17.8 percent of the respondents enrolled in vocational school. Other activities were reported by 24.4 percent of the respondents. These activities included the following: went back to college, continued looking for work, continued working at present job, attended adult education classes, and moved out-of-state.

Table 2

Pathfinder Participant Activities
Following Completion of the Program

Activity Category	Number	Percent
Started working on a new job	13	35.6
Enrolled in vocational school	8	17.8
Enrolled in high school	3	6.7
Helped out at home	3	6.7
Enrolled in college	4	8.9
Other	10	24.4

Present Employment. Twenty six (57.8 percent) of the respondents indicated that they were presently employed. Nineteen of the respondents were not employed at the time of the study. The large number of respondents who were not employed can partially be accounted for through the large number of participants who entered educational programs upon completion of the Pathfinder Program.

Most of the initial job positions were in service or semi-skilled occupations. The following occupations were indicated by the respondents: packer, welder, bookkeeper, city worker, orderly, typesetter, construction

worker, co[illegible] salesperson, farm worker, assembly worker, business manager, receptionist, waitress/waiter, bartender, farmer, nurses aide, apprentice electrician, sales clerk, dishwasher, custodian, auto service, and lumberyard worker.

Length of present employment varied from two weeks to five years. The median length of employment for the respondents was three months.

Helpfulness of the Pathfinder Program. In response to the question, "Do you feel the Pathfinder Program was helpful to you?" 41 of the 45 respondents answered, Yes. Three respondents indicated that the program was not helpful, One respondent indicate s/he had "mixed feelings."

An additional question asked the participants whether they would recommend the Pathfinder Program to friends and relatives. All 45 respondents indicated that they would recommend the program to others.

Career Site Visitation. The respondents were asked to indicate whether they had explored careers through a site visitation. Twenty-three respondents indicated that they had participated in such a visitation.

Those who had participated in a site visitation were asked to indicate their degree of satisfaction with the help that they had received on the site. A four point scale ranging from 1 (not satisfied) to 4 (satisfied) was provided for this evaluation. The mean satisfaction rating for the site visitation was 3.39. Only three persons indicated a one or two rating which indicated dissatisfaction with the site visitation assistance.

Reasons for Enrolling in the Pathfinder Program. The respondents were surveyed to assess their reasons for enrolling in the Pathfinder Program. This assessment also permitted a more detailed evaluation of the program components according to participant need. Table 3 presents an enumeration of participants reasons for enrollment. The largest number of respondents entered the Pathfinder Program for career exploration purposes. This was followed closely by basic skills improvement (GED preparation) as a priority need. Nine persons indicated that they had entered the program for both career exploration and basic skills development. Six persons gave other reasons for entering the program. These reasons included: occupy time, gain confidence, referred by a social agency, and to observe a specific career field.

Table 3

Respondents Reasons for
Entering Pathfinder Program

Reason Category	Number	Percent
GED (Basic Skills Improvement)	12	26.7
Career Exploration	16	35.6
Both GED and Career Exploration	9	20.0
Other	6	13.3
No Response	2	4.4

Pathfinder Experiences Evaluation. Tables 4, 5 and 6 present the mean rating for the responses given in the requested evaluation of individual Pathfinder Program components. Resondents were asked to rate appropriate program components on a four-point scale with a rating of 1 representing little help to a rating of 4 representing very helpful.

Table 4 lists the mean ratings for the program components as indicated by respondents who entered the Pathfinder Program for Basic Skills Improvement (GED). The highest mean ratings were for program components relating to taking responsibility for own actions, understanding more about self, improving mathematics skills, and becoming more open to different ideas and values. All ratings were 2.50 or higher.

Table 4

Evaluation of Program Components
Based on Basic Skills Improvement Need

Program Components	Mean Rating
Understand more about yourself	3.08
Improve your reading skills	2.50
Improve your math skills	3.00
Improve your oral communication skills	2.83
Improve your writing skills	2.50
Communicate comfortably with others	2.92
Take responsibility for your own actions	3.17
Become more open to ideas and values different from your own	3.08
Improve your day-to-day living skills	2.67

Table 5 lists the mean ratings for the program components as indicated by respondents who entered the Pathfinder Program for Career Exploration purposes. The highest mean ratings were for program components relating to learning how interests and abilities relate to possible careers, understanding more about self, and becoming more open to different ideas and values. An examination of Table 5 indicates that program components received ratings of 2.5 or higher on a 4 point scale for all components with the exception of "learning how to find and keep a job" and "improving

day-to-day living skills."

Table 5

Evaluation of Program Components
Based on Career Exploration Need

Program Components	Mean Rating
Understand more about yourself	3.07
Learn how your interests and abilities fit into possible careers	3.31
Learn what to look at when considering a job	2.81
Learn how to find and keep a job	2.13
Become acquainted with a variety of resources to use in gathering information about work and decision making	2.80
Communicate comfortably with others	2.67
Take responsibility for your own actions	2.60
Become more open to ideas and values different from your own	3.00
Improve your day-to-day living skills	2.40

Table 6 lists the mean ratings for the program components as indicated by respondents who entered the Pathfinder Program for both Basic Skills Improvement and Career Exploration purposes or for other (miscellaneous) reasons. The highest mean ratings were for the following program components:

1. Improving reading skills
2. Learning how interests and abilities fit into possible careers
3. Improving mathematics skills
4. Learning what to look at when considering a job
5. Improving oral communication skills
6. Communicating comfortably with others
7. Improving day-to-day living skills

Table 6

Evaluation of Program Components
Based on Basic Skills Improvement, Career Education
and Other Needs

Program Components	Mean Rating
Understand more about yourself	2.62
Learn how your interests and abilities fit into possible careers	3.15
Learn what to look at when considering a job	3.00
Learn how to find and keep a job	2.46
Improve your reading skills	3.31
Improve your math skills	3.08
Improve your oral communication skills	3.00
Improve your writing skills	2.83
Become acquainte d with a variety of resources to use in gathering information about work and decision making	2.92
Communicate comfortably with others	3.00
Take responsibility for your own actions	2.46
Become more open to ideas and values different from your own actions	2.54
Improve your day-to-day living skills	3.00

A further examination of Table 6 indicates the Pathfinder program components received ratings of 2.5 or higher on a 4 point rating scale for all components with the exception of "learn how to find and keep a job."

Table 7 lists the mean ratings for the program components based on a combination of all need groups. An examination of Table 7 reveals the item, "learn how your interests and abilities fit into possible careers," received the highest rating from the respondents. This item was followed closely by the items, " improve your math skills" and "learn what to look at when considering a job."
The item receiving the lowest rating was "learn how to find and keep a job.

Table 7

Evaluation of Program Components
Based on All Responses to the Follow-up Questionnaire

Program Components	Mean Rating
Learn how your interests and abilities fit into possible careers	3.22
Improve your math skills	3.04
Learn what to look at when considering a job	3.00
Understand more about yourself	2.93
Improve your reading skills	2.92
Improve your oral communication skills	2.92
Become more open to ideas and values different from your own	2.88
Become acquainted with a variety of resources to use in gathering information about work and decision making	2.86
Communicate comfortably with others	2.85
Take responsibility for your own actions	2.73
Improve your day-to-day living skills	2.68
Improve your writing skills	2.67
Learn how to find and keep a job	2.29

Pre-Post Assessment of Client Development

A thorough examination was made of the program records. This examination included a study of the student files as well as major project reports and documents.

From the enrollment dates of September 5, 1978 to June 8, 1979, 155 clients were involved in the Pathfinder program. Of the 155 clients, 89 (57 percent) were female and 66 (43 percent) were male. Ages of the participants ranged from 15 to 57. Table 8 provides an analysis of the number and percentage of clients according to age ranges. The largest percentage (45 percent) of clients were in the 15 to 19 age range. A total of 9 percent of the clients were 40 years of age or older.

Table 8

1978-1979 Pathfinder Program Clients
According to Age

Age Range	Number	Percentage
15 - 19	69	45
20 - 24	29	19
25 - 29	18	12
30 - 34	19	12
35 - 39	10	7
40 +	9	3

The educational background of the clients ranged from sixth grade to college graduate. The median highest grade completed for the clients was 10th grade, six months. Table 9 lists the highest grade completed by the clients according to grade ranges. The highest grade completed tended to cluster in the 10th to 11th grade range. Four percent of the clients had either graduated from college or completed some college education.

Table 9

1978-1979 Pathfinder Program Clients
According to Highest Grade Completed

Grade Range	Number	Percentage
6	1	.68
8 - 9	39	26.71
10 - 11	63	43.15
12	30	20.55
Post High School	7	4.79
College	6	4.11

Project records were examined for evidence of student achievement in the basic skills, life skills and career development areas. This

examination revealed that a highly individualised program was in operation to meet the specific needs of each of the program clients. A variety of curricular materials and diagnostic tools were utilized. Pre-assessment in both the basic skills and career counseling areas were extensively used.

Pre-test information on student achievement levels was obtained through the administration of the Wide Range Achievement Test to 49 of the clients. Persons completing the test were those who had indicated a need to improve their basic skills in mathematics, and/or reading, and/or spelling. Table 10 lists the mans and range of scores expressed in grade equivalents for the 49 pre-test scores.

Table 10

Table of Means
Pre-test Administration of the Wide Range Achievement Test

Subtest	Mean	Range
Mathematics	6.6	3.8 - 16.5
Spelling	7.9	4.0 - 14.0
Reading	8.6	5.6 - 13.2

An examination of Table 10 reveals that the entry level of the 42 clients was lowest in the mathematics area. The reading level was the highest with a 2.0 increase in grade equivalency over the mathematics scores.

It is important to note that these pre-test results were based on only those students who indicated a need and desire to work on their development of basic skills attainment. It is not representative of the total client group. Many of the Pathfinder

clients either did not have the need or interest to improve their basic skill attainment.

The Pathfinder Program emphasized building basic skills in the mathematical area. Post-test results on the Wide Range Achievement Test were available for twenty students who completed study in the mathematics area. Post-test results were obtained only for students who completed the mathematics instruction program. The mean for the post-test group was 10.2 on a grade equivalency basis. The range of scores for those completing the post-test was 7.4 to 17.1.

Pre-test scores were isolated from the larger group of pre-test scores for the twenty students who completed the Wide Range Achievement mathematics post-test. For this smaller group, the mean for the pre-test administration was 7.2. Thus a comparison between the pre-test and post-test for the twenty students who completed the basic skills program in mathematics indicated an increase of 3.0 grade equivalency points.

There were an insufficient number of students completing the Wide Range Achievement post-test in the Reading and Spelling areas. Thus an adequate comparison of pre-test with post-test results could not be made.

Extensive career assessment was completed with students interested in exploring career and educational planning. As in the basic skills program, the testing is individualised according to the student's need. Use was made of the Strong-Campbell Interest Inventory, the Career Assessment Inventory, the Guidance

Information System, and other assessment and planning tools and instruments.

Extensive evidence was available in the project records and student folders to substantiate thorough use of counseling procedures in the career and educational planning area. Exploration processes have been developed whereby students can thoroughly research, discuss, and come to an understanding of their career interests and needs.

Community Site Exploration Personnel Questionnaire

An additional eleven employees agreed to work with Pathfinder clients during this project year. This is in addition to the 27 employers who agreed to work with Pathfinder clients during the first two years of the project.

The EBCE Employer Interview Survey was used as a guide in developing the questions that were used in a questionnaire distributed to cooperating institutions. A copy of the survey is included in Appendix B. Replies were received from eleven agencies.

The number of employees on the sites varied from one to fourteen. Most of the firms had worked with the program for two years. The amount of time spent on the project varied from one to twenty hours per week with most of the students averaging about four hours per week.

The types of supportive services provided students included the following (listed in order of frequency):

1. Talking about job opportunities.
2. Talking about training requirements for entering your field of work.

3. Talking about job opportunities in your field of work.

4. Talking about starting salaries and advancement in field of work.

5. Supervising students to perform a specific job-related task.

6. Talking about students' personal problems.

The agencies became involved with the program through contacts with Pathfinder program personnel. Those agencies reporting indicated that the project personnel did a good job in getting these programs organized. They also indicated that they received enough information to direct student activities at the site.

All but two of the respondents indicated that they would recommend to a potential employer that s/he become involved with the program.

In response to the question as to whether they thought that Pathfinder students benefited from the experience, all but two indicated an affirmative reply. The community site personnel indicated that the students were interested in learning new things, except in one situation.

In response to the question as to whether they received adequate feedback about the students after they leave the site, responses were varied. Some respondents replied always and some replied never. As to the effectiveness of the feedback, the replies varied. It appears that there is a need to improve this aspect of the program.

The reaction of other employees at the site indicated a very positive reaction, except in one case. Benefits listed included

increased awareness of youth and increased interest in their own work.

All but one of the participating agencies indicated that they would like to continue working with the program. They indicated that they thought the program was worthwhile, and they liked to work with the people involved in the program.

According to agency personnel, the greatest strengths of the program were that students learn a variety of careers, students learn about real life situations, and students get valuable experience in working with adults.

Weaknesses listed included students not receiving sufficient training, inadequate supervision of students on job sites, and work may be too difficult or technical for some students.

In response to the question as to what students learn on job sites that they could not learn in the classroom, the following outcomes were listed:

1. On-the-job skills.
2. First hand knowledge of demands in a "real world"
3. Working with other people.
4. Motivation to learn.

Interviews with 1978-79 Project Clients

Random interviews and discussions were held with several project clients while the evaluators were conducting on site visitations. Since client interviews were used in the first two years of the project, less emphasis was placed on the interview process during the third year.

The evaluators found that the clients expressed the same high level of satisfaction with the program that was found in first and second year interviews.

One recurrent concern surfaced in the client interviews. This concern is expressed in the need of some clients for more assistance in locating or beginning initial employment. Although the goals and objectives of the Pathfinder Program clearly state that this is not the purpose of the program, clients, at least initially, often perceive this as their most dominating need. To the credit of the Pathfinder Program, the developmental nature of the career planning and educational process appears to be understood by the clients as they receive continued assistance from the program.

For additional comments regarding clients' perceptions of the program, the reader is referred to the first and second year evaluation reports of the Pathfinder Program.

Site Visitations

Periodic on-site visitations were made by the evaluators. These visitations included the observation of the various program components of the Pathfinder Program. Included in the on-site visitations were the observation of student learning, curricular materials used in the program, appraisal and needs assessment processes, and staff development. During each on-site visitation, a conference was held with the Pathfinder Program staff. These conferences provided an opportunity to exchange feedback on the on-going development and implementation of the program.

The following comments regarding the Pathfinder Program's operational process were based on the on-site visitations:

1. Extensive needs assessment processes are used. Individual conferences are held with clients to determine their needs and motivation to enter the program.

2. Pathfinder Program personnel are engaged in continuous professional improvement. They have engaged in a number of staff development activities to strengthen their skills and competencies in order to further the goals of the program.

3. The Pathfinder Program has been extensively disseminated. The program staff maintain close communication with the population area served by the program. Clients are referred from a variety of community and state agencies.

4. The development and utilization of the Guidance Information System has strengthened the career information and educational planning components of the program considerably.

5. Establishing and maintaining effective communication with clients is clearly evident. The client-staff relationship process is excellent.

6. Evidence of follow-up activities with clients who had discontinued their programs was present.

7. Considerable variation occurs in the amount of time that students spend in the program. This variation appears consistent with both the goals and individualized assessment process of the program.

8. The staff exhibit a strong professional commitment. Responsibilities are readily accepted and carried out. The entire staff demonstrates a real desire to assist clients.

Conclusions and Recommendations

Based on the evaluation data obtained through the follow-up survey of 1977-78 project clients, the pre-post assessment of client development in basic skills, the Community Site Exploration Personnel Questionnaire, interviews with 1978-79 project clients, and the site visitations, the following conclusions and recommendations are made:

1. The Pathfinder Program has been a highly successful program. It has served a wide variety of clients with varying career and educational needs. It has provided an alternative educational experience for many clients who were initially not suited for other educational programs.
2. A high percentage of students who have completed the Pathfinder Program are employed or engaged in further education. This appears to substantiate that the program has assisted clients in their career exploration and development needs.
3. A high level of student satisfaction in the program was evidenced through both the follow-up and client interviews. All survey respondents indicated that they would recommend the program to friends and relatives. Ninety-one percent of the respondents indicated that the program had been helpful to them.
4. The community site exploration program was an effective learning process for the clients. Only three clients indicated dissatisfaction with their site placement experience.

5. A possible need existed for more feedback to the cooperating employer regarding the students' learnings and development after completing the site visitation program.
6. It appeared that more emphasis might have been placed in assisting students with the task of finding and keeping employment. Respondents to the follow-up survey consistently rated this as the least achieved objective.
7. As in the second year of the program, basic skill development for clients who indicated a need to increase their mathematical achievement levels occured. Pre-test/pos-test assessment showed a gain of 3.0 grade equivalency points.
8. Career exploration activities and assistance were highly rated by the clients.

In summary, the Pathfinder Program is a well developed program. It has effectively met the needs of a diverse client group. It has served as a successful model program for combining career exploration, job development skills, and basic skill attainment for its clients.

APPENDIX A

May 22, 1979

Dear Pathfinder Project Participant:

You have recently participated in the Pathfinder Program in Watertown. We are presently evaluating the program to determine how helpful it has been to persons who have taken the program. We would very much appreciate your answering the questions on the enclosed form. Your response will help us plan programs for future persons.

Your responses will not be identified with your name. A self-addressed, stamped envelope is enclosed for your reply.

Thank you for your help in planning the Pathfinder Program.

Cordially yours,

Allan R. Lindstrom

Allan R. Lindstrom
Pathfinder Program Evaluator

ARL/jmr

FOLLOW-UP QUESTIONNAIRE

Pathfinder Project

1. After completing the Pathfinder Program last year, what did you do? Place a check by any of the following which would best describe what you did.

   _____ Started working on a new job.

   _____ Enrolled in vocational school.

   _____ Enrolled in high school.

   _____ Helped out at home.

   _____ Other (Please describe) _____

   _____

2. Are you presently employed? _____ YES _____ NO

3. If you are employed, please answer the following questions:

   Name of Employer _____

   Description of the job that you do _____

   _____

   How long have you worked in this job? _____

4. Do you feel the Pathfinder Program was helpful to you? ___ YES ___ NO

5. Would you recommend the Pathfinder Program to friends and relatives?

   _____ YES _____ NO

6. Did you explore careers through a site visit? _____ YES _____ NO

   If YES, were you satisfied with the help you received on the site?

   Not Satisfied Satisfied

   1 2 3 4

7. Your reason for enrolling in the Pathfinder Program was?

   ___ GED (Basic Skills Improvement) -- Please answer question 8 only.

   ___ Career Exploration (Interest testing, etc.) -- Please answer question 9 only.

   ___ Both GED and Career Exploration -- Please answer question 10 only.

   ___ Other (List Reason) _____
   -- Please answer question 10 only.

8. If you enrolled in the Pathfinder Program for GED (Basic Skills Improvement), please indicate how helpful you feel your Pathfinder experiences were in assisting you to:

	Little Help	Some Help	Much Help	Very Helpful
a. Understand more about yourself	1	2	3	4
b. Improve your reading skills	1	2	3	4
c. Improve your math skills	1	2	3	4
d. Improve your oral communication skills	1	2	3	4
e. Improve your writing skills	1	2	3	4
f. Communicate comfortably with others	1	2	3	4
g. Take responsibility for your own actions	1	2	3	4
h. Become more open to ideas and values different from your own	1	2	3	4
i. Improve your day-to-day living skills	1	2	3	4

9. If you enrolled in the Pathfinder Program for Career Exploration, please indicate how helpful your Pathfinder experiences were in assisting you to:

	Little Help	Some Help	Much Help	Very Helpful
a. Understand more about yourself	1	2	3	4
b. Learn how your interests and abilities fit into possible careers	1	2	3	4
c. Learn what to look at when considering a job	1	2	3	4
d. Learn how to find and keep a job	1	2	3	4
e. Become acquainted with a variety of resources to use in gathering information about work and decision making	1	2	3	4
f. Communicate comfortably with others	1	2	3	4
g. Take responsibility for your own actions	1	2	3	4
h. Become more open to ideas and values different from your own	1	2	3	4
i. Improve your day-to-day living skills	1	2	3	4

10. If you enrolled in the Pathfinder Program for <u>both GED (Basic Skills Improvement) and Career Exploration or for other reasons</u>, please indicate how helpful you feel your Pathfinder experiences were in assisting you to:

		Little Help	Some Help	Much Help	Very Helpful
a.	Understand more about yourself	1	2	3	4
b.	Learn how your interests and abilities fit into possible careers	1	2	3	4
c.	Learn what to look at when considering a job	1	2	3	4
d.	Learn how to find and keep a job	1	2	3	4
e.	Improve your reading skills	1	2	3	4
f.	Improve your math skills	1	2	3	4
g.	Improve your oral communication skills	1	2	3	4
h.	Improve your writing skills	1	2	3	4
i.	Become acquainted with a variety of resources to use in gathering information about work and decision making	1	2	3	4
j.	Communicate comfortably with others	1	2	3	4
k.	Take responsibility for your own actions	1	2	3	4
l.	Become more open to ideas and values different from your own actions	1	2	3	4
m.	Improve your day-to-day living skills	1	2	3	4

APPENDIX B

EBCE EMPLOYER OPINION SURVEY

Your Name_____

Title_____

Name of company/organization_____

Type of company/organization_____

Approximate number of employees at your site_____

Length of time you have been participating with the program_____

1. When the student is on career exploration at your site, approximately how many hours per week do you typically spend with the student?

   _____

2. Which of the following supportive services do you (or others at your site) provide for the students?

   Talk about job opportunities?_____

   Talk about the student's personal problems? _____

   Talk about job opportunities in your field of work? _____

   Talk about starting salaries and advancement possibilities in your field of work? _____

   Talk about training requirements for entering your field of work? _____

   Assist students in non-job-related assignments? _____

   Supervise students to perform a specific job-related task at your site? _____

   Other (please write in) _____

   _____

3. How did you first become involved with the program? (Check appropriate response.)

___ Program personnel contacted me about the program.

___ A student talked to me about the program.

___ Another employer talked to me about the program.

___ Company personnel talked to me about the program.

___ Other (please write in)_____

_____

4. Did the program staff provide you with enough information to help you direct student activities at your site?

___ Yes _____

___ No Why? _____

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

___ Yes _____

___ No Why? _____

6. In general, do you think the Pathfinder students you have worked with have benefited by being at your site? (Circle the most appropriate number from 1=definitely no to 5=definitely yes.)

Definitely NO				Definitely YES
1	2	3	4	5

7. In general, do you think the students you have worked with are really interested in learning new things?

Definitely NO				Definitely YES
1	2	3	4	5

8. Do you receive adequate feedback about what happens to the students after they leave your site? (Circle most appropriate number from 1=never to 5=always.)

Never				Always
1	2	3	4	5

9. Do you receive adequate feedback about the effectiveness of your work with the students?

Never				Always
1	2	3	4	5

10. How have employees at your site reacted to your agency's participation in EBCE? (Check appropriate response.)

___ Positive reaction.
___ Negative reaction.
___ Mixed reaction.
___ No reaction.
___ Not applicable.
___ Don't know.

11. In what ways (if any) have the employees at your site benefited? (Check one or more appropriate responses.)

___ They haven't benefited.
___ Increased their awareness of youth.
___ Motivated the regular employees to further training.
___ Reduced their workload.
___ Increased interest in their own work.
___ I don't know.
___ Other (please write in) _____

_____

12. Do you plan to continue participating in the EBCE program next year? (Check yes or no.)

___ YES
___ NO

Why? (Check one or more of the reasons below.)

___ Program is worthwhile.

___ I like the people involved.

___ My participation is a community service.

___ It is challenging to me.

___ I have had problems with the staff.

___ I have had problems with the students.

___ The program is not effective.

___ I don't have time.

___ Other (please write in)_____

_____

13. What do you think are the greatest <u>strengths</u> of the program? (Check one or more reasons.)

___ Good alternative to a regular high school program.

___ Quality of the staff.

___ Students learn about a variety of careers.

___ Students learn about real life situations.

___ Good way of getting students to learn.

___ Experience in working with adults.

___ Other (please write in)_____

_____

14. What do you think are the greatest <u>weaknesses</u> of the program? (Check one or more reasons.)

___ Some students can't handle the freedom.

___ Problems in the organization of the program.

___ Students not receiving sufficient training.

___ Inadequate supervision of students on job sites.

___ Too much paperwork.

___ Lack of feedback about students.

___ May be too difficult/technical for some students.

___ Other (please write in)_____

_____

15. How many students would your site be able to handle at one time for a career exploration?

___ One student.

___ Two students.

___ Three to five students.

___ Six to eight students.

___ More than eight students.

16. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check one or more reasons.)

___ First hand knowledge of demands in a "real world".

___ Working with other people.

___ On-the-job skills.

___ Self-discipline.

___ Motivation to learn.

___ Nothing.

___ Other (please write in)_____

_____

17. What other comments or recommendations about the program would you like to make?

_____

_____

_____

THANKS FOR YOUR TIME IN COMPLETING THIS SURVEY